



MARICOPA COUNTY JOB DESCRIPTION

PROFESSIONAL DEVELOPMENT COORDINATOR

MARKET RANGE TITLE:	OPERATIONS/PROGRAM SUPERVISOR
DEPARTMENT:	EDUCATION SERVICE AGENCY
DIVISION/SECTION/UNIT:	TEACHING AND LEARNING (LOW ORG 3750)
FLSA STATUS:	EXEMPT
CLASSIFIED/UNCLASSIFIED:	UNCLASSIFIED/CONTRACT
SALARY:	\$23.03 – \$35.65 (\$47,902 - \$74,152)

PURPOSE STATEMENT

The Professional Development Coordinator is responsible for providing ongoing professional development to school districts, teachers, administrators, and other personnel to school districts. The Professional Development Coordinator provides technical assistance, educational materials, training and support, scheduling, and makes other arrangements for the successful outcome for the launch and sustainability of professional learning communities with the aim of improving student learning and outcomes at each school. The Professional Development Coordinator also assists in the development of professional development modules to promote effective instructional planning and delivery.

PRIMARY DUTIES

1.0 Title 2A Federal Grant Management

- 1.1 Grant Leadership to ensure fiscal and program accountability
 - 1.1.1 Interface with Arizona Department of Education personnel regarding communication and execution of Professional Development Learning Academy
 - 1.1.3 Develop, track, and monitor grant budget in alignment with allowable expenditures as communicated by federal government and Arizona Department of Education
 - 1.1.5 Document and compile all grant-related data as needed for reporting purposes
 - 1.1.6 Write, submit, and/or amend all grant-related reports
 - 1.1.7 Attend any and all grant-related meetings
 - 1.1.8 Conduct Standard Assessment Inventory with staff at all school sites
 - 1.1.9 Interpret and communicate all results from Standard Assessment Inventory
 - 1.1.10 Recruit new partner school districts and ensure proper execution of IGA's.

2.0 Design, Execution and Oversight of Federal Entitlement Grant Program

2.1 Development and Implementation of Professional Learning Communities

- 2.1.1 Develop annual professional development plan to support implementation of PLC's at partner schools.
- 2.1.2 Support and guide the creation of Professional Learning Communities at Schools in collaboration with principal and site leadership teams
- 2.1.3 Plan, implement, and analyze needs assessments for each PLC school to determine specific areas of concentration to create effective professional learning communities at each school site
- 2.1.4 Develop and analyze a rubric aligned to National Staff Development Council standards that determine the ongoing success of PLCs located at each school site
- 2.1.5 Develop materials for training, support, information, and evaluation of PLCs at each school site
- 2.1.6 Assist PLCs with the creation of formative and summative assessments to help PLCs determine accurate student achievement throughout the school year
- 2.1.7 Provide direct services to school leadership teams and staff by making regular, on-site visits and telephone calls and other contact to guide and support the ongoing efforts of PLCs at each school site
- 2.1.8 Document PLC activities, prepares program reports, and attends meetings at school sites and other locations as needed to support the positive effects of PLCs
- 2.1.9 Conduct evaluations of PLC schools by collecting and analyzing student and PLC performance data to prepare annual program evaluation
- 2.1.10 Participate in any PLC related professional development with the aim of supporting and expanding PLCs at school sites to ensure their continued success

3.0 Ensure Job-Embedded Professional Development in Partner School Districts

- 3.1 Design professional development to ensure that teachers and principals will understand the specific measures of teacher and principal effectiveness included in performance-based management systems.
- 3.2 Collaboratively design partner district and/or school professional development plans in alignment to district strategic plans or school improvement plans with identified support systems to improve instructional and leadership effectiveness.
- 3.3 Provide coaching and feedback to schools and districts in analyzing the effectiveness of professional development plans based on student achievement data and educator evaluation data evidence.
- 3.4 Develop high quality professional development trainer-of-trainer modules including instructor plans as well as audio/visual and print materials for both teachers and administrators.
- 3.5 Provide training to coaches, mentors, and/or peer evaluators in best practices for coaching teachers including building relationships, setting coaching objectives, establishing and scheduling coaching cycles and monitoring, instructional analysis, reliable evaluation scoring, coaching conferences, individual growth plans, PLC facilitation, and site leadership team participation.

REPORTING STRUCTURE

A. Supervision Received:

- Administrator for Instructional Leadership

B. Supervision Exercised: None

QUALIFICATIONS*

- **Minimum education and/or experience:**
 - Bachelor's degree in Education
 - At least 2 years Professional Learning Community participation
 - At least 6 years successful teaching and/or administrative experience
- **Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:**
 - Experience presenting and facilitating professional development for adult participants
- **Preferred education and/or experience:**
 - Master's degree
 - Minimum of 3 - 5 years classroom teaching experience
 - At least 2 years Professional Learning Community facilitation or leadership experience and/or training
 - Instructional coaching experience
- **Knowledge, Skills, and Abilities:**
 - An understanding and ability to implement and sustain the Professional Learning Community (PLC) model for school improvement, national, and state reform and restructuring efforts and current research related to school leadership and school change is required
 - Ability to impart the purpose of PLCs to all levels of district employees is essential
 - An understanding of National Staff Development Council standards as relating to professional development and/or Professional Learning Communities
 - Must be a team player with a willingness to meet school and department goals and requests.
 - Must be willing to take direction and follow through in a timely and professional manner.
 - Must be able to manage time and independently initiate tasks in a sometimes ambiguous environment when assisting new PLC groups at a variety of school districts in Maricopa County.
 - Must be highly organized and professional in demeanor at all times.
 - Must possess a working knowledge of Microsoft Office products including: Outlook, Word, PowerPoint, Excel, and Internet Explorer.
 - Professional development creation and implementation
 - Compliance with state and federal grant regulations
 - Data analysis and communication
 - Must be able to interface and collaborate a variety of multiple school district personnel on a variety of levels
 - Must be able to express complex ideas clearly and concisely in writing and verbal discourse
- **Specialized training, certifications, or other special requirements:**

- Arizona Class 1 Fingerprint clearance
- Valid Arizona Teaching Certification
- Valid AZ Driver's License
- **Preferred special requirements:**
- **Special working conditions:**

*Degrees/credits must be from an academically accredited college or university as recognized by the U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)